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MUSE 425.01: Technology and Materials

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**School of Music
The University of Montana
Fall 2013**

**Technology and Resource Materials K-12
MUSE 425-01 (Course ID 74496, 2 credits)**

Instructor:

Dr. Lori Gray
Office: 204B (Music Building)
Email: lori.gray@umontana.edu
Office hours: By appointment

Course Times and Location:

Tuesdays, Thursdays 9:10-10:00 a.m.
Music Building, 204
08/27/13-12/05/13
(Final class is Thursday, December 5th, 2013)

Moodle: Your class has an online Moodle shell. I will ask you to visit the Moodle shell for this class often. I will be placing important information, readings, and assignments on Moodle. You may also view your grades on the Moodle shell. Access this course's Moodle shell: <http://umonline.umt.edu/> You will find a link to MUSE 425.

The Green Alternative: You may upload some assignments on Moodle if you would like to save paper. If a hard copy of the assignment is required, you will be informed when you receive directions for the assignment. Articles may also be viewed and read through Moodle. You will not need hard copies of the articles (reader's responses will allow you to demonstrate that you have read the assigned articles). Please name all your files with the course number (MUSE425), your name, and the assignment (For example: MUSE425SmithMSTechnologyLesson.doc).

Course Design and Standards Addressed:

The scope and sequence of this course were designed utilizing The Montana PEPPS Professional Educator Preparation Program Standards, The ISTE National Educational Technology Standards for Teachers, The International Reading Association Standards, and The University of Montana's Conceptual Framework for The University Professional Education Programs.

The Montana PEPPS Professional Educator Preparation Program Standards include:

10.58.501 General Requirements:

- (a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana
- (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal

development

(f) utilize a variety of instructional strategies to encourage students'

development of critical thinking, problem solving, and performance skills

(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom

(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies

(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction

10.58.519 Music K-12:

(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology

(h) demonstrate a comprehensive knowledge of musical notation and language

(k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style

(l) analyze music aurally and visually in terms of musical elements

(s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction

(u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills

(w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals

(x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students

ISTE National Educational Technology Standards for Teachers:

- 1) Facilitate and inspire student learning and creativity
- 2) Design and develop digital age learning experiences and assessments
- 3) Model digital age work and learning
- 4) Promote and model digital citizenship and responsibility
- 5) Engage in professional growth and leadership

International Reading Association Standards:

- 1) Foundational Knowledge: *Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*
- 2) Curriculum and Instruction: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*
- 3) Assessment and Evaluation: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*
- 4) Diversity: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

- 5) Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*
- 6) Professional Learning and Leadership: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

UM Conceptual Framework -- Our learning community is characterized by the following elements:

- **Integration of Ideas**
Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.
- **Cooperative Endeavors**
In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.
- **Respect for Diversity and Individual Worth**
A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Description:

This course will address multiple types of music classes and ensembles (K-12) including, general music, band, choir, orchestra, and private instruction. The purpose of this course is to present relevant and useful technology and print resources for K-12 music educators. In this class, you will become familiar with and practice working with tools that will help you plan and teach music lessons and ensemble rehearsals. You will also demonstrate your ability to explore new resources and develop strategies for integrating the resources into music classrooms. The goal of this course is to encourage thoughtful examination of ways to teach music to children, to guide acquisition of music literacy skills, to develop lessons that promote critical thinking, to develop assessment tools for classroom activities, and to reflect upon how certain resources can be used to plan and present content material in the music classroom. By thinking about music teaching, learning, and

music literacy, and by putting into practice your knowledge of music classroom resources, you will be better prepared to function independently as a music teacher. The ability to utilize resources to independently develop lessons and a sequenced curriculum will serve you well in your career teaching any age level in any music specialization. In this course, you will work independently and collaboratively with others to reflect upon, discuss, and practice utilizing technology and print resources for the music classroom (K-12).

Course Objectives:

During this course you will,

- Examine, analyze, and practice working with print and technology resources including but not limited to Sibelius (music composition software), online music theory and ear training programs, Garageband, music applications for MAC and PC, music textbook series, sample music curricula, Skype and podcasts, Montana Indian Education for All, and audio and visual recording equipment.
- Demonstrate the ability to search for and explore technology and print resources for various music classrooms (K-12)
- Compile a detailed list of resources and appropriate uses of those resources in specific music classrooms (K-12)
- Demonstrate an understanding of print, online, and technology resources presented in class
- Demonstrate an ability to utilize print, online, and technology resources presented in class
- Design lesson plans utilizing technology and print resources for music classrooms (K-12)
- Develop engaging music activities that foster the acquisition of music literacy skills (K-12) through notated music scores and exercises, dictation, derivation of rhythms and melodic lines, and written analysis and description of selected music
- Develop strategies for guiding sight reading and practice of musical scores and exercises
- Develop strategies for guiding music analysis and for leading discussions related to comprehension of musical scores and exercises

Academic Policies:

- Please see the academic policies section of the course catalog for add/drop deadlines <http://www.umt.edu/catalog/acad/acadpolicy/default.html>

- Because this is an active learning class and only meets two days per week, attendance is required. You are allowed **three** absences including illnesses. After three absences, your grade will be lowered half a grade (from an A to an A-, etc.). **Six** absences or more, your grade will be lowered a full grade (from an A to a B, etc.). Three tardies will equal one absence. It is your responsibility to check in with me after class if you arrive after attendance is taken, to ensure that you are marked with a tardy instead of an absence. I will deal with emergencies on an individual basis. Please contact me to inform me of absences.
- Academic Misconduct and the Student Conduct Code : All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/Index.cfm/page/1321> Plagiarism, cheating, and any other form of academic dishonesty are against school rules and will be reported.
- Study groups are acceptable and encouraged, however assigned work needs to be completed individually unless otherwise specified. Checking someone's assigned work for grammatical errors is acceptable.
- Cell phones, MP3 players, laptops, and other electronic devices not needed for class note taking or demonstrations are huge distractions. When an electronic device is not needed for class, please turn sound to silent and keep them stored away during class time.
- Talking about non-related material during class is distracting to other students and will not be permitted. Please keep your comments focused during group discussions.
- Participation in activities is a part of your grade and is expected. In this class, you will be teaching, demonstrating, presenting, and also participating in activities that you, your classmates, or I have prepared.
- To request academic accommodations due to a disability, please contact the Disability Services for Students office. <http://life.umt.edu/dss/> (406-243-2243). Within the first week of class, please provide me with a copy of the letter you receive from their office that states that you have a disability that requires academic accommodations, so we can discuss the accommodations that you might need in this class.
- If you have a question about a grade you have received in this course, please set up an appointment with me.

Grading Procedure: Work will be graded on a point system that will be translated into a percentage at the end of the term. The total number of points that you can receive is 1,000.

Written Assignments, Reflections (not including projects)	10% (100 points)
Forum Posts	10% (100 points)
Print Resource Project	15% (150 points)
Technology Resource Project	15% (150 points)
Technology/Resource Lesson Plan	15% (150 points)
Website Portfolio	20% (200 points)
Final Project	15% (150 points)

Grading Scale:

A	94-100%	A-	90-93%	B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	F	0-59%

- Work will not be accepted if it is more than a week late and the grade for the assignment will be lowered half a grade (from an A to an A-, etc.). I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.
- Use a computer/word processor for all written assignments that are turned in. This includes the journals.
- All due dates for work will be announced at least one week before work is due.

Readings: You are expected to do the reading that is assigned. Lectures will touch on, but will not completely cover the material assigned. Papers, projects, and the final project will all contain material from the readings and classes. You will be given a chance to show your understanding of the reading through group discussions, reader's responses, papers, and in class assessments.

Written Assignments, Reflections: You will be asked to analyze chapter materials, class lessons, and relevance to K-12 music classrooms through written assignments. You will be asked to write several reflections about class lectures/demonstrations and how you can incorporate the course material into a music classroom.

In-class Participation and Assessments: This class is part of the requirements to prepare you for your career. Attendance demonstrates a professional commitment to your growth as a music teacher. As you will be learning through actively participating in lessons and demonstrations, participation and attendance are very important. The class will include a mixture of lecture, group discussion, student teaching, and active learning experiences. There will be quizzes and short in-class writing assignments for assessment purposes. If a student is absent, I will accept the missed in-class assignments only if the absence was an emergency or if the student notified me of an illness prior to the absence.

Technology/Resource Lesson Plans, Projects and Website Portfolio: You will be asked to write several lessons and projects that involve technology and print resources for various musical activities. These lessons and/or projects will be age appropriate for specific grades (K-12). You will teach some of these lessons or present projects in small groups or for the entire class during the regular class meeting time (more detailed instructions will be provided at the start of each project). All of your work from the semester will be included on an electronic website portfolio. The goal is to begin the portfolio early and assist you in fulfilling the requirements for certification.

Final Project: You will present your final project on the last day of class.

Final Exam: The final project counts as the culminating event of this class. There is not a final exam for this class.